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ABSTRACT

This course for use in secondary schools is a continuation of the Catilanarian Conspiracy and Cicero's "Third Oration Against Catiline," including a review of grammar and syntax. Performance objectives concern the history of Rome prior to Catiline and Cicero, Roman government, Ciceronian oration, Cicero's literary style, vocabulary and reading development, and the Catilinarian conspiracy. Readings in English are also prescribed. Sample student evaluation materials are included. For Part 1, see FL 003 150. (RL)

ED 062 871

A REVOLUTIONARY: HIS LIFE AND TRIALS

Part 2

7515.02

Latin

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Dade County Public Schools
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COURSE DESCRIPTION

A Revolutionary: His Life and Trials Part-II.

This course is a continuation of the Catilinarian conspiracy and Cicero's Third Oration Against Catiline, including a review of grammar and syntax. This course logically follows 7515.01, but a student may study any 7515 quin in any sequence.

7515.02

BROAD GOALS AND PERFORMANCE OBJECTIVES

A. Broad Goals:

1. Discussion of the history of Rome to learn the causes of a century of "revolution" which produced Catiline and his opponent Cicero
2. Discussion of the theoretical operation of the system of Government of the Roman Republic and what was done in the actual practice during Cicero's life
3. Studying the make-up of a typical Ciceronian oration
4. Studying specific syntactic usages of Cicero
5. Improving the students English vocabularies by studying English words derived from Latin words
6. Reading either an English translation of the Second Oration Against Catiline or an English summary of it
7. Translating the Third Oration Against Catiline
8. Learning some of the figures of speach and rhetoric which Cicero used to embelish his orations

    a. alliteration
    b. anaphora
    c. asyndeton
    d. chiasmus
    e. ellipsis
    f. hendiadys
    g. hyperbole
    h. hysteron proteron
    i. litotes
    j. metaphor
    k. metonomy
    l. oxymoron
    m. parallelism
    n. personification
    o. polysyndeton
    p. preterition
    q. simile
    r. synecdoche
    s. zeugma

9. Studying the entire story of the Catilinarian conspiracy

B. Performance objectives. Minimum performance 80% for majority of the students. If this is the first 7515 quin then 70% is the minimum.

1. Given a list of important events of Roman History which took place between 146 BC and 43 BC, the students will put this list into its proper chronological sequence.
2. Given a group of ten multiple choice questions on Cicero's life the students will make the proper choice to complete the statement.
3. Given a list describing the different parts of a typical Ciceronian oration, the students will fill in the blank with the proper name for each part.
4. Given a list of ten English words, the students will write the Latin root from which the English word is derived, give the English meaning of the Latin root, and the English word's meaning.
5. Given a list of ten selections from the Third Oration, each having a figure of speach or rhetoric, the students will correctly identify the figure of speech in each sentence, by matching its letter with the selection.
6. Given a passage of Latin from the Third Oration of not more than twenty lines, the students will answer questions based on the comprehension of the passage.
7. Given a variety of short questions on the Catilinarian conspiracy, the students will correctly answer them.
8. Given ten words from the passage for comprehension, five of which are verbals and the other five are nouns; the students will correctly parse these words.

COURSE CONTENT

A. Background of the Catilinarian conspiracy

1. For those taking this course before 7515.01

a. History of Rome from 146 BC to the death of Cicero, with emphasis on

1) The deterioration of the Roman system of Government.

2) The century of chaos

3) The precedents set by Marius and Sulla

b. Catiline's biography

c. Cicero's biography, with emphasis on his role in the attempt to restore the Republic.

d. Oratory or rhetoric as a political institution in Rome and an art practiced by Cicero

2. For those taking this quin after 7515.02

a. History of Rome from 146 BC to the death of Cicero, with emphasis on the century of "revolution" considered in more detail on the aspects of:

1) The urbanization of Rome

2) The dislocation of the lower classes

3) The concern of the upper classes for their own self interests

B. Readings in English - The students will read two books in English and turn in a book report on each. One book will be a history of Rome or a book on Roman civilization. The second will be a biography of one of the major personalities of Roman history during the last century before Christ.

1. Biographies

a. From Plutarch's Lives

Marius Crassus
Julius Caesar
Cato Junior
Tiberius Gracchus
Gaius Gracchus
Cicero
Marc Antony
Marcus Brutus
Sulla
Gaius Marius

b. Caesar by Guglielmo Ferrero

c. Imperial Caesar by Rex Werner

d. This was Cicero by H.J. Haskill

e. Julius Caesar by Fuller

f. The Young Caesar by Rex Werner

g. Julius Caesar by John Gunther

2. Histories and Civilization

a. The Roman Republic by Isaac Asimov

b. The Republic of Rome by A.H. McDonald

c. The Grandeur that was Rome by J.C. Stobart

d. The Roman Way by Edith Hamilton

e. The Romans by Alfred Duggan

f. The World of Rome by Michael Grant

g. Gracchi to Nero by Scullard

h. History of Rome by Moses Hadas

C. A review of oratory and rhetoric

D. A review of grammar and syntax

E. New items of grammar

1. Forms and use of the supine

2. Case usage - ablative degree of difference.

3. Relative clauses of cause

F. A study of English derivatives

SUGGESTED PROCEDURES

In addition to translating the Third Oration Against Catiline, the following topics could be studied in as much depth as student initiative and time will permit

1. The Roman system of government
   a. The original plan of its operation
   b. The actual operation
2. A comparative study of the Roman system of government and that of the United States of America.
3. A comparative study of all facets of life during the time of the Oration and contemporary life in the United States of America.

SAMPLE EVALUATIONS

Instrument for measuring performance objective 1

History of Rome - Put the following list of events into its proper chronological sequence.

1. Formation of the first triumvirate
2. The defeat of the Teutons by Marius
3. Defeat of Sparticus
4. Beginning of the war with Mithridates
5. Pompey captured Jerusalem
6. End of the Social War
7. Death of Sulla
8. Defeat fo the Mediterranean pirates
9. Death of Marius
10. Defeat of Mithridates

Instrument for measuring performance objective 2

Multiple choice on Cicero's Life

1. The letters of Cicero furnish us with historical information about _____. (A. the last years of the Republic; B. the Punic Wars; C. the early years of the Empire; D. the overthrow of the Monarchy.)

2. The Sicilians asked Cicero to help prosecute _____. (A. Sulla; B. Marius; C. Clodius; D. Verres.)

3. Cicero's best friend, to whom he wrote many of his letters was _____. (A. Atticus; B. Brutus; C. Antony; D. Caesar.)

4. Cicero was born in _____. (A. 100 BC; B. 106 BC; C. 90 BC; D. 110 BC.)

5. The direct cause of Cicero's assassination was _____. (A. the assassination of Caesar; B. the Philippics; C. the trial of Clodius; D. the formation of the Second Triumvirate.)

6. In 58 BC, Cicero was _____. (A. beheaded; B. elected consul; C. married to Publilia; D. exiled from Rome.)

7. Cicero was born near _____. (A. Arpinum; B. Rome; C. Formiae; D. Faesulae.)

8. Cicero was assassinated near _____. (A. Arpinum; B. Rome; C. Formiae; D. Faesulae.)

9. The date of Cicero's death was _____. (A. 63 BC; B. 44 BC; C. 43 BC; D. 32 BC.)

10. De Amicitia is the name of one of Cicero's _____. (A. essays; B. orations; C. letters; D. poems.)

Instrument for measuring performance objective 3

Parts of an oration - Put the Latin word for the name of the parts of a typical Ciceronian oration described below:

1. The introduction
2. The opening remarks
3. The removal of the audience's prejudices and putting the audience the proper receptive mood
4. The summary of the facts
5. The outline of the point to be proved
6. The affirmative argument
7. The rebuttal of the opponents arguments
8. The conclusion
9. The recapitulation of the speakers points
10. An appeal to the sympathy of the audience

Instrument for measuring performance objective 4

Derivatives - Below is a list of ten English words. Give the Latin root from which each is derived, give the English meaning of this Latin root, and then give the meaning of the English word:

1. verdict
2. inadmissible
3. intimidate
4. bilocation
5. grandiloquent

6. juridical

7. incarcerate

8. nihilistic

9. procrastinate

10. quadruped

Instrument for measuring performance objective 5

Figures of speach and rhetoric - Below is a list of figures of speach and rhetoric. Below also is a series of ten selections from the Third Oration. Identify the figure by matching its letter with the selection:

a. alliteration
b. anaphora
c. asyndeton
d. chiasmus
e. hendiadys
f. litotes
g. polysyndeton
h. preterition

1. Rem pūblicam, Quirītēs, vītamque omnium vestrum, bona, fortūnās, coniugēs, līberōsque vestrōs ēreptam esse vidētis.
2. ... in eō omnēs diēs nōctēsque consūmpsī, ut quid agerent, quid mōlīrentur, sentīrem ac vidērem, ut rem ita comprehenderem.
3. ... quod Lentulō et aliīs Saturnālibus caedem fierī atque incendī urbem placēret ...
4. Introductus est Statilius; cognovit et signum et manum suam.
5. ... quod erat difficillimum quodque ego semper optābam ab dīs immortālibus...
6. Ac mihi, Quirītēs, cum illa certissima vīsa sunt argūmenta atque indicia sceleris...
7. Consilio autem neque manus neque lingua dēerat. (two figures)
8. ... quos maximo furōre et scelere esse īnflammātōs sciēbam...
9. Hunc ego hominem tam ācrem tam audācem tam parātum tam callidum tam in scelere vigilantem tam in perditīs rēbus dīligentem nisi ex domesticīs īnsidiīs in castrēnse latrōcinium compulissem...

10. Nam, ut illa omittam, vīsās nocturnō tempore ab occidente facēs ārdōremque caelī, ut fulminum iactūs ut terrae mōtūs relinquam, ut omittam cētera quae tam multa nōbīs cōnsulibus facta sunt ut haec quae nunc fiunt caere dī immortālēs vidērentur... (two figures)

Instrument for measuring performance objective 6

Comprehension - Below is a passage from the Third Oration Against Catiline, and then ten questions based on the meaning of the passage.

Answer these questions.

Introductī autem Gallī iūs iūrandum sibi et litterās ab Lentulō, Cethēgō, Statiliō, ad suam gentem data esse dīxērunt, atque ita sibi ab hīs et ā L. Cassiō esse praescrīptum ut equitātum in Italiam quam prīmum mitterent; pedestrēs sibi copiās non defutūrās. Lentulum autem sibi confirmāsse ex fātīs Sibyllīnīs haruspicumque respōnsīs sē esse tertium illum Cornēlium ad quem rēgnum huius urbis atque imperium pervenīre esset necesse; Cinnam ante sē et Sullam fuisse. Eundemque dixisse fātālem hunc annum esse ad interitum huius urbis atque imperī, quī esset annus decimus post virginum absolūtiōnem, post Capitōlī autem incēnsiōnem vīcēsimus. Hanc autem Cethēgō cum cēterīs contrōversiam fuisse dixērunt, quod Lentulō et aliīs Saturnālibus caedem fierī atque ineendī urbem placēret, Cethēgō nimium id longum vidērētur.

1. In this passage, Cicero is relating a conversation he had with
   A) the Gauls; B) Lentulus; C) Cassius; D) Cinna and Sulla.

2. The letter discussed was written by
   A) Cicero; B) Catiline; C) Lentulus; D) the Gauls.

3. Lentulus belonged to which prominent Roman family?
   A) Julian; B) Cornelian; C) Sepronian; D) Fabian.

4. Lentulus declared that this particular year would see the destruction

of the city. He said that he received this information from A) a visit from a god; B) the Oracle of Delphi; C) his own intuition; D) a soothsayer.

5. Lentulus agreed that the date for the beginning of the coup should be
   A) the first of the month; B) the beginning of Saturnalia; C) the end of the month.

6. The year of the coup was which year after the burning of the Capitoline?
   A) the fifth; B) the tenth; C) the fifteenth; D) the twentieth.

Instrument for measuring performance objective 7

The story of the Catilinarian conspiracy.

1. Fill in the blank with the proper answer.

   a. Catiline's full name was _____.
   b. Who gave the information of the conspiracy to Cicero?

   _____

   c. To what class did Catiline's family belong? _____

2. True or false:

   a. Cicero feared that, if Catiline succeded in getting control of the government, the proscriptions would be repeated.
   b. The training camp for Catiline's army was located in what is now southern France.
   c. All of Cicero's Orations against Catiline were delivered in the senate chambers.

3. Multiple choice:

   The Gallic tribe that the Catilinarian conspirators tried to win over to their side was the:
   A) Nervii; B) Sequani; C) allobroges; D) Helvetii.

4. List three of the co-conspirators who were executed by order of the Senate.

Instrument for measuring performance objective 8

Correctly parse the words which are taken from the paragraph above in objective 6.

1. Why are the following infinitives used:

   a. confirmasse in line 5;
   b. fieri in line 12?

2. Why are the following subjunctives used:

   a. mitterent in line 4;
   b. esset necesse in line 7?

3. Identify defuturas.

4. Give the case and reason for the following nouns:

   a. Galli in line 1;
   b. Lentulo in line 1;
   c. eundemque in line 7;d
   d. Lentulo in line 11;
   e. Saturnalibus in line 11.

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